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ABSTRACT

Text and exercises are presented in these two learning modules which provide basic information about health careers and the nursing process. The first module, "Health Careers" by Bob Jobes, was designed for high school students or the general public. It provides information about the six health career clusters, the services provided by people in health care, the education and training requirements of health careerists, the kinds of places that people in health careers work, and additional sources of information. The second module, "Overview of the Nursing Process: What's It All About?" by Jan Kinman, was prepared for beginning nursing students. It defines and discusses the importance of the nursing process, identifies the five components of the process as defined by Doris Bloch, and teaches the learner to identify the behaviors that are illustrative of each component. Both modules are structured to provide information, practice exercises and immediate feedback. They conclude with a post-test and accompanying answer key. (AYC)

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HEALTH INSTRUCTION PACKAGES:

HEALTH CAREERS

Modules prepared by:

Bob Jobes

Jan Kinman

HEALTH INSTRUCTION EXCHANGE

A Project of the League for Innovation in the Community College

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HEALTH CAREERS

by

Bob Jobes

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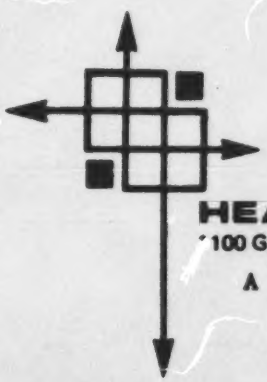
TITLE OF PACKAGE:	Health Careers
AUTHOR:	Bob Jobes
INSTITUTION:	Maricopa County (Ariz.) Community College District
INTENDED STUDENTS:	High school; general public
ESTIMATED WORKING TIME:	18 minutes
MATERIALS NEEDED:	None

FIELD TEST COPY



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INTRODUCTION

If the thought of helping others while helping yourself is of interest to you, then you should continue to read because this is about jobs which help other people. It is to help you better understand about jobs in health, called health careers. It will also help you understand about other careers by giving you some ideas about education, work, and where to find more information.

You say what exactly are health careers? Well, they are doctors and nurses and sometimes dentists - - no, not absolutely. Health careers are the fastest growing occupations in America today. Why, just a few years ago, almost no one heard of working in a health career and today health is the third largest employer in the United States and will probably be number one by the turn of the century.

Let me just tell you a little bit about health care and how it operates. You see, if you don't feel very good, you might visit a doctor, or dentist - or you might go to a hospital emergency room or clinic or a community health center. Wherever you go, you will start out with what is known as "primary" health care. The people who make first decisions about your health are usually family doctors, dentists, or nurses. Of course, you could first come in contact with an emergency paramedic or a psychologist or a health teacher. Ultimately, you might see therapists, technicians, assistants, or any number of other health careerists.

How do you learn a health career? Well, you can apply for a job where they can teach you while youwork, or you can learn in a school, then get a job. Learning on the job is a way to go to work immediately; however, there are some drawbacks to this - -

> First, it's hard to find someone who will pay you while you learn
>
> and
>
> Secondly, you usually don't get enough training for very many promotions ,

therefore, the training you receive while on the job is good to accomplish that job, but in all probability will not lead to increasing challenges and responsibility, which usually results in more money! Most times it is better to learn first, then get a job. As you already know, learning for health careers takes place in public schools, private technical schools, community colleges and universities.

PRACTICE EXERCISE #1

Input

Even though there are over 200 kinds of health careers, you can appreciate some of the characteristics of all of them by their similarities. In fact, we can say that every health career is one of six types based upon the real purpose of that career. The six types are known as Health Career Clusters. Each of the over 200 health careers can be grouped with similar health careers in a Health Career Cluster. People who work in health career clusters do similar kinds of jobs, they just do those jobs in very different ways. We will call people who work in Health Career Clusters "health careerists".

Practice Question:

Every one of the more than 200 kinds of health careers can be grouped with others that do similar kinds of work. These similar groups are called _____ Career _____.

Feedback:

If your answer reads "These similar groups are called Health Career Clusters", you were absolutely correct!

Some health careerists do work that "fits" in several clusters, but most of their work fits in one of the six clusters.

PRACTICE EXERCISE #2

Input

There are generally six ways that you would be served by people in health care (health careerists), if you were ill:

Diagnostic:	Health careerists who find out which illness you have.
Treatment:	Health careerists who try to cure your illness.
Rehabilitation:	Health careerists who help you get back to your regular life style.
Nursing:	Health careerists who see that you are as comfortable as possible while receiving these services.
Related:	Health careerists who see that everything works to get you "well" as soon as possible.
Business:	Health careerists who see that the flow of information and money work together to give you the best health care available.

In summary, the Health Careers Clusters are Diagnostic, Treatment, Rehabilitation, Nursing, Related, and Business.

Practice Question #2:

List the names of the six Health Careers Clusters:

1.
2.
3.
4.
5.
6.

PRACTICE EXERCISE #2

Feedback

The order of listing Diagnostic, Treatment, Rehabilitation, Nursing, Related, and Business is not important unless it helps you remember - i.e. when you get sick:

first - Someone should discover and describe the problem - Diagnostic.

second - Once discovered, the problem is treated - Treatment.

third - Once cured, you want to get back to normal life style - Rehabilitation.

fourth - It's bad enough to be sick or hurt - so you should be as confortable as possible and that involves Nursing.

fifth - If any of the above activities require special equipment or materials or space, someone must see to that - Related.

sixth - The "bills" must be paid; yours, the people who help make you well, the hospitals, the dentists, etc. and someone must take care of that - Business.

PRACTICE EXERCISE #3

Input

It's pretty easy to know where health careerists learn their occupation.

If the health careerist has a single name, such as, "Dietitian" or "Pathologist" or "Administrator," he/she usually learned in a graduate or medical school.

If the health careerist has two words in the name, such as, "Medical Technologist" or "Physical Therapist" or "Dental Hygienist," it usually means he/she learned at a college or university.

If the health careerist has three words in the name, such as, "Dental Laboratory Technician" or "Respiratory Therapy Technician" or "Extracorporeal Circulation Specialist" (sounds like someone from outer space), he/she usually learn on-the-job or in a highly technical school.

Practice Question #3:

In a health career name:

One word usually means _____

or _____ education.

Two words usually mean _____

or _____ education.

Three words usually mean _____

or a _____ school.

Feedback:

Your answer should look something like this:

One word usually means graduate or medical education.

Two words usually mean college or university education.

Three words usually mean on-the-job or a technical school

You could have reversed the order of names, for example, "One word usually means medical or graduate education."

PRACTICE EXERCISE #4

Input

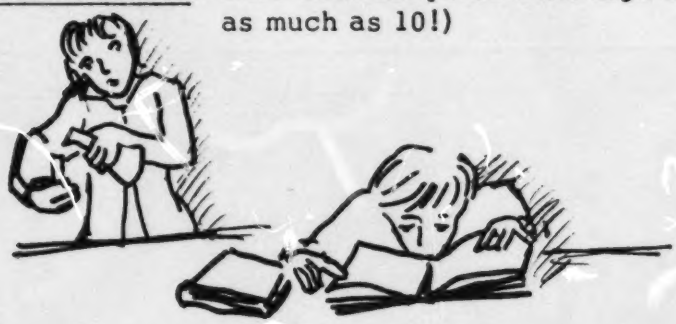
Each different health career requires a different length of time to learn. Generally speaking, the place one learns a health career determines the amount of time required to learn that career, as follows:

on-the-job: usually requires less than one year after high school.

college or university: requires two to four years after high school.

graduate school: five or six years after high school.

medical school: more than six years after high school (sometime s as much as 10!)



Practice Question #4:

Indicate where you learn health careers that require the following lengths of time to learn:

Six months:
three years:
eleven months:
seven years:
three months:
six years:
two years:
eighteen months:

Feedback:

six months - on-the-job
three years - college or university
eleven months - on-the-job
seven years - medical school
three months - on-the-job
six years - graduate school
two years - college or university
eighteen months - ahah! Threw you a curve, didn't we?
Well, if you answered "on-the-job" or "college" or "university", you were right.

PRACTICE EXERCISE #5

Input

People in health careers work in many different places. In fact, they really work everywhere.

For example:

Many health careerists work by themselves or with just a few others and they are said to be "independent". These health careerists might be family doctors, dentists, or ambulance drivers. These independent health careerists may work in an office or clinic or mobile units.

Most health careerists, with two or more words in their name, such as, "Medical Technologist" or "Occupational Therapist", work in institutions such as hospitals or work in service organizations, such as laboratories.

Remember the health careerists with three names? They almost all work in institutions, such as, hospitals and medical centers.

Nurses work in almost all health care situations.

To summarize, health careerists work independent, in service organizations, and in institutions. A little practice in applying this information and you will be surprised how easy it is.

Practice Question #5:

Let's practice by indicating with a check mark (✓) where the following health careerists might work:

a. Radiologist:
1) ___ independent
2) ___ service organization
3) ___ institution
4) ___ all

b. Radiologic Technologist:
1) ___ independent
2) ___ service organization
3) ___ institution
4) ___ all

c. Biomedical Equiment Technician:
1) ___ independent
2) ___ service organization
3) ___ institution
4) ___ all

d. Registered Nurse:
1) ___ independent
2) ___ service organization
3) ___ institution
4) ___ all

Practice Question #5 (continued)

e. Nuclear Medicine Technician:

1) ___ independent
2) ___ service organization
3) ___ institution
4) ___ all

Feedback:

Radiologist - independent
Radiologic Technologist - institution, service organization
Biomedical Equipment Technician - institution
Registered Nurse - all
Nuclear Medicine Technician - institution

If all of your answers are not like these, it does not mean you are incorrect. Because health careerists work everywhere, you just can't say each works in one place only. However, you now have a pretty good idea about where most of their work is done.

PRACTICE EXERCISE #6

Input

Where do you find more information about health careers? It's easy. There is a lot of information if you know where and how to look. You can talk with someone you know who is a health careerist (like your doctor or dentist); you can read about health careers in the library (school or public), or you can visit a hospital or nursing home. In fact, you can become a volunteer in most hospitals and nursing homes, if you are at least 15 years of age, which is one of the very best ways to find out about health careers. You can also send away for health career information to the National Health Council in New York or the American Medical Association in Chicago. More importantly, your library will have a lot of information about health careers and where to write. Don't be afraid to ask for help because Librarians, like health careerists, are "interested in helping others!"

Practice Question #6:

Circle the letters of the correct answers (there are more than one). To find out more about health careers, one can:

a. inquire at a library
b. ask a policeman
c. visit a nursing home
d. talk to your doctor
e. enroll in a tennis class
f. volunteer in a hospital
g. write your congressman

Feedback:

If you circled all of them, you would probably be correct, because in all probability you would eventually get some health career information. The quickest and most direct way to get information would probably be answers a, c, d, and f. The way you choose to investigate will probably be best for you.

POST TEST

I. Circle the number of the statement which most accurately completes each of the following:

A. Health Careers Clusters are groups of health jobs in which the workers

1. go to the same school
2. diagnose and treat illnesses
3. do similar kinds of work
4. are service oriented

B. Although each of the more than 200 health careers can be listed in Health Careers Cluster which best describes the work,

1. most health careers could be listed in several clusters
2. there are few places where all kinds of health careers are employed in clusters
3. the work is not always rewarding in that cluster
4. health workers do not always learn their job where they work.

II. List the six health career clusters.

1.
2.
3.
4.
5.
6.

III. In the chart below, designate beside each health career the codes you think best describe: where the person works, where the health career was learned, and how long it took to learn it. (Hint - some health careerists may work in several places).

CODES

Where work takes place	Where learned	How long to learn beyond high school
independently = 1 institutional = 2 Service Org. = 3 all places = 4	on-the-job = O college = C medical school = M graduate education = G	0 to 1 year = 1 1 to 2 years = 2 2 to 4 years = 3 4 + years = 4

CODES

Health Career	Work Place	Where Learned	How Long to learn
1. Registered Nurse			
2. Physical Therapist			
3. Otolaryngologist			
4. Business Manager			
5. Medical Technologist			
6. Dietitian			
7. Dental Hygienist			
8. Extracorporeal Circulation Spec.			
9. Radiologist			
10. Operating Room Technician			
11. Recreational Therapist			
12. Emergency Medical Technician			
13. Pathologist			
14. Dental Lab Technician			
15. Nuclear Medicine Technologist			
16. Pulmonary Function Technician			

IV. Given the following circumstances, use the list of health careers in Question III to tell which health careerists might be found in the following situations:

A. Place: Nursing Home
Service Provided: Rehabilitation
Nursing
Business
Song fest
Meals

There are at least five health careerists involved, name three:

B. Place: Automobile accident
Service Provided: Ambulance has arrived
Personnel - (one kind) _____

C. Place: Hospital
Service Required: Heart Surgery
Personnel (at least 10) Name four

V. Do you plan to investigate health careers further?

_____No _____Yes

If so, please list three sources of health career information:

1.

2.

3.

POST TEST KEY

I. A. - 3
B. - 1

II. Business, Diagnostic, Treatment, Rehabilitation, Nursing, Related

III.

	Work Place	Where Learned	How Long
1.	4	C	3
2.	2 or 3	C	3
3.	1	M	4
4.	2 or 3	C	3
5.	2 or 3	C	3
6.	1, 2 or 3	G	4
7.	2	C	3
8.	2	O	1
9.	1	G	4
10.	2	O	1
11.	2	C	1, 2 or 3
12.	1 (surprise!)	O	1
13.	1	G	4
14.	3	O	1 or 2
15.	2	O or C	2
16.	2	O	1

As you can see this classification system is not perfect, however, you probably learned something about health careers.

IV. A. Physical Therapist, Business Manager, Registered Nurse, Recreational Therapist, Dietitian

B. Emergency Medical Technician

C. Operating Room Technician, Physical Therapist, Business Manager, Medical Technologist, Pulmonary Function Technician, Extracorporeal Circulation Specialist, Radiologist, Registered Nurse, Pathologist, Dietitian.

V. Individual answers, but could be:

Doctor, hospital, nursing home, volunteer, American Medical Association, National Health Council, dentist, friend or relative or acquaintance in a health career, library, or any number of other information resources.

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OVERVIEW OF THE NURSING PROCESS: WHAT'S IT ALL ABOUT?

by

Jan Kinman

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TITLE:	Nursing Process
AUTHOR:	Janice Kinman
INSTITUTION:	Lane Community College, Eugene, Ore.
INTENDED STUDENTS:	Nursing (first year)
ESTIMATED WORKING TIME:	30 minutes
MATERIALS NEEDED:	None

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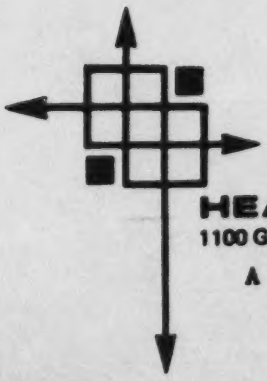

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INTRODUCTION

As a beginning nursing student, I'm sure that you've talked about what nursing is. And you've probably come up with a definition similar to the following: "any activities that help an individual to help himself attain or maintain an optimum level of health." That probably seems like a pretty big ball game -- IT IS! However, during your study in your nursing program, you will obtain some tools and develop some skills that will help you in the task of being a nurse.

Perhaps one of the most useful tools that you will obtain is the nursing process. This process provides a systematic way in which to determine your patient's problems, and evaluate the success of the care that you give.

In this first of a series of modules, you will develop an overall concept of what is involved in utilizing the nursing process.

Please note that the nurse is referred to as "she" in this module. This was done strictly for convenience and is in no way meant as a slight to the increasing number of male students in nursing programs.

OBJECTIVES

OVERALL OBJECTIVE

When you have completed this instructional unit, you will be able to identify the components (steps or stages) of the nursing process.

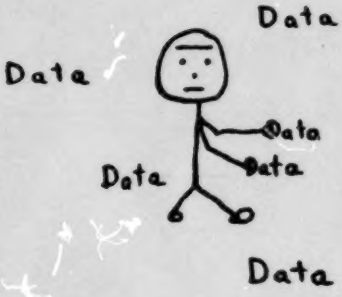
SUB-OBJECTIVES

1. Given a component (step or stage) of the nursing process, choose from a list the behavior(s) that is (are) illustrative of that component.
2. Recognize, when given a specific behavior, the component (step or stage) of the nursing process that the behavior illustrates.
3. Identify the five components of the nursing process as described by Doris Bloch.
4. Select from a list (a) definition(s) of the nursing process.
5. Given an optional, non-graded question, explain why it is important to utilize the nursing process.

PRACTICE EXERCISE #1

You've made it through the reading of the objectives for this unit! Are you confused? Let's see if we can alleviate some of that.

When you initiate the nursing process, one of the first things that you will do is collection of data from and about the patient. Funk and Wagnalls defines "data" as "facts and figures from which conclusions can be drawn." Thus, you are looking for any facts from which you can eventually make some conclusions. You will be using two basic skills -- observation and communication.



Your observation of the patient will eventually develop into a systematic examination which involves noting the patient's general appearance, examining the patient from head to toe, and viewing the patient's environment. Your communication with the patient will develop eventually into a systematic interview of the patient which may include the patient's perception of the illness, a history of the present illness, past medical history, and the patient's usual daily living habits.

In addition to the patient, data about the patient can be obtained from family members and others close to the patient, from other members of the health team, and from the patient's record.

PRACTICE QUESTION #1

Mrs. J. is a 41-year-old lady who had a total hysterectomy (removal of her uterus) yesterday. You are going to take care of her tomorrow. In the data collection portion of the nursing process, which of the following behaviors would be appropriate. (Place an "X" in front of all appropriate statements.)

_____ A. Ask Mrs. J. if you can check her abdomen and dressing.

_____ B. Tell Mrs. J. that it appears that her abdomen is distended.

_____ C. Ask Mrs. J. what her usual eating patterns are.

_____ D. Check Mrs. J's medication record to see how frequently she has been receiving pain medications.

_____ E. Get fresh water for her.

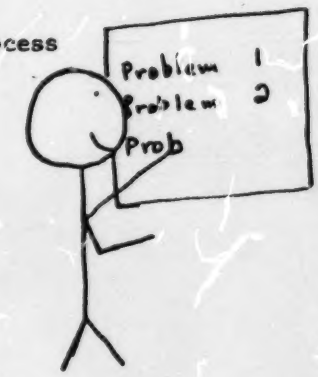
_____ F. Tell Mrs. J. that you will be helping with her bath tomorrow.

FEEDBACK

You should have answered A, C, and D. You did? Very good!

A involves observation of your patient, C an interview about daily habits, and D observation of the patient's records. All of these are part of data collection. B is a partial statement of a problem, E is an actual nursing action, while F is a partial statement of a goal -- what you expect to accomplish with the patient.

PRACTICE EXERCISE #2



Once the data has been collected, the nurse can begin the process of drawing some conclusions. She can state her <u>definition of the problem</u> (or nursing diagnosis) based on her data and on her knowledge. She will use the pieces of data gathered and compare them with knowledge she has about such things as anatomy, physiology, psychology, sociology, etc. Problem definition, or nursing diagnosis, essentially involves three processes: a. identifying all possible alternative problems, b. analyzing each alternative problem for its probability, and c. choosing the best alternative.

When the most likely alternative problem has been selected, the nurse is ready to state the problem. A problem can be most clearly stated in two parts: a. the unhealthful response, and b. the contributing factors.

See some examples listed below.

UNHEALTHFUL RESPONSE	CONTRIBUTING FACTORS
Realistic anxiety	related to impending abdominal surgery
Severe generalized muscle weakness	related to prolonged bedrest
Beginning decubitus	related to poor protein intake, poor fluid intake, and decreased mobility

PRACTICE QUESTION #2

Select from the following list of behaviors those statements that <u>define</u> Mrs. J's <u>nursing problems</u> and include the unhealthful response and the contributing factors. (Place an "X" in front of all appropriate statements.)

_____ A. Encourage to ambulate the full length of the hall at 1000, 1400, and 1800 hours.

_____ B. Normal pain secondary to surgical incision.

_____ C. Expelled moderate amount of gas following ambulation.

_____ D. Potential thrombophlebitis related to decreased mobility secondary to post-op discomfort with ambulation.

_____ E. Mrs. J. seems to be obtaining adequate pain relief from
Tylenol
Tylenol #3.

_____ F. Give tap water enema if no b.m. by 1200 hours.

FEEDBACK #2

If you answered B and D to the practice question, you are doing just great! Both of these statements identify the unhealthful response and the contributing factors. A and F are statements of nursing actions and statements C and E are evaluation statements related to the effectiveness of specific nursing actions. Are you ready to continue?

You have gathered data about your patient and identified the nursing problems that your patient presents, so far. Now you can move on to the planning stage of the nursing process. Just exactly what does planning involve? You need to know what you expect to accomplish in doing your nursing care, so you will write goals or objectives that will state this. Once you know what you are attempting to achieve with a patient, you will identify the specific nursing actions that will help to alleviate the nursing problems that you have identified. And finally, you will need to decide what goals or actions need to be given priority when you are giving your nursing care.

PRACTICE QUESTION #3

Which of the following behaviors are typical of the planning aspect of the nursing process? (Place an "X" in front of the appropriate answers.)

_____ A. Stating the goals that are to be achieved in providing patient care.

_____ B. Obtaining information about the patient's bowel habits.

_____ C. Asking a patient about the degree of pain relief obtained from a specific medication.

_____ D. Identifying the priorities to be given to nursing goals or actions.

_____ E. Stating the specific actions to be carried out to help decrease or resolve a problem.

FEEDBACK #3

Super! You are really doing well! You identified A, D, and E as part of the planning stage of the nursing process. A, the stating of goals, D, identifying priorities, and E, stating the actions are all included in planning. Statement B relates to the collection of data and C to the evaluation of a specific nursing action.

ONWARD!.....

Implementation of the intervention, or nursing care plan involves all of the things that the nurse will do to help the patient meet his needs, maintain or restore his maximum health potential, or, in some instances, help the patient die with dignity.

PRACTICE QUESTION #4

You are going to implement the nursing care for Mrs. J. (Place an "X" in front of the following behaviors that are illustrative of implementation of the intervention.

_____ A. Telling Mrs. J. that today you will be ambulating her in the hall at least three times.

_____ B. Giving Mrs. J. Tylenol #3, one cablet, at 1115 hours when she complains of slight incisional pain.

_____ C. Asking Mrs. J. to do active leg exercises at 0900, 1100, and 1300 hours.

_____ D. Asking Mrs. J. at 1200 hours whether she has had relief of her incisional pain.

_____ E. Checking Mrs. J.'s vital signs at 0900 hours.

FEEDBACK #4

Did you answer B and C? Excellent! What about E, you ask. Checking a patient's vital signs is certainly a nursing action, but is generally done to obtain data about specific physiological functions and would most appropriately be considered part of data collection, OK? The statement in A is really part of the planning of the implementation since it tells you what you hope to accomplish with Mrs. J. today. And statement D, as previously stated, is an evaluation of your nursing action. You're halfway now, and doing fine!

PRACTICE EXERCISE #5

You are now ready for the final step in the nursing process. Evaluation of the intervention (nursing care) is done by a process similar to data collection and problem definition: once you have completed your nursing actions -- or even while you are doing them--you observe and communicate with your patient, family members, or others important to the patient, or the health team members to determine the effectiveness of your actions. You may also review information obtained on diagnostic tests such as X-rays and laboratory studies, and review the physician's progress notes to assist in the evaluation of the nursing care. Once the data has been gathered, you again go through the same process as previously with problem definition to determine whether the problem still exists. The main difference between evaluation and data collection-problem definition is that a nursing action must have occurred before evaluation can occur.

Evidence of evaluation should appear in the patient's chart as statements of specific data that describe the patient's response -- physical, emotional, or social. As a result of the evaluation, the nurse may choose to continue the care as is, to make certain changes in the care, or to reassess the patient, revise the desired outcomes (goals), and make a new plan.

PRACTICE QUESTION #5

During your day with Mrs. J., you are constantly evaluating the nursing care you have given her. Which of the following behaviors exemplify evaluation in the nursing process. (Place an "X" in front of all that are appropriate.)

_____ A. You check Mrs. J.'s pulse after you have ambulated her in the hall.

_____ B. You ask Mrs. J. whether she has had a bowel movement following an enema.

_____ C. You ask Mrs. J. about her main hobbies and interests.

_____ D. You chart, "States complete relief of incisional pain within 45 minutes of taking pain med."

_____ E. You obtain some news magazines for Mrs. J. to help alleviate her boredom.

_____ F. You tell Mrs. J. that you will be getting her up more tomorrow.

FEEDBACK #5

How are you doing? "Don't ask me!," you say? You were completely correct if you answered A, B, and D on this last practice question. All of these statements identify specific behaviors that reflect evaluation of nursing care. C is most likely a data collection step, while E reflects a nursing action and F is a statement of your plan for tomorrow.

READY TO GO ON?

PRACTICE EXERCISE #6

You have been selecting behaviors that exemplify each of the steps in the nursing process. Now let's see if you can reverse that process in this practice exercise. You will be given behaviors, now, and asked to specify which part of the nursing process is represented by that behavior.

PRACTICE QUESTION #6

For each of the following behaviors, identify whether it is part of data collection, problem definition (nursing diagnosis), planning nursing intervention, implementing nursing intervention, or evaluating nursing care. (Write your answers in the spaces under each statement.)

A. You tell your patient that you would like him to drink at least five hundred cc.'s of liquids between 0800 and 1400 hours today.

B. You check your patient's coccyx area after applying the heat lamp for 10 minutes.

C. You tell your patient that she has a beginning decubitus ulcer on her right trochanter because she has been lying on that side so much.

D. You offer your patient orange juice at 1000 hours and a glass of milk at 1400.

E. You ask your patient how long she has been having shortness of breath at home.

FEEDBACK #6

Did your answers look something like this?

A. Planning nursing intervention -- setting a goal

B. Evaluation of a nursing action

C. Problem definition (and communication of it to the patient)

D. Implementing nursing intervention

E. Collection of data

HOORAY!

PRACTICE EXERCISE #7

You've been learning how to identify behaviors with the the components or steps of the nursing process. Now comes the easy part -- let's just list the components of the nursing process. Many different terms could be used to identify the components of this process, but we will use those proposed by Dr. Doris Bloch: A. collection of data, B. definition of the problem, C. planning of the intervention, D. implementation of the intervention, and E. evaluation of the intervention.

PRACTICE QUESTION #7

List the five component parts of the nursing process as they have been described by Doris Bloch in the space below.

FEEDBACK #7

Easy, eh? I'm sure you were able to list the following with very little difficulty.

A. Collection of data

B. Definition of the problem

C. Planning of the intervention

D. Implementation of the intervention

E. Evaluation of the intervention

One last exercise before you take your post test.

PRACTICE EXERCISE #8

So far we've talked about what the nursing process consists of. But what IS the nursing process? We will identify two fairly widely accepted definitions for our use. Alice Rines and Mildred Montag state that the nursing process is the "use of problem solving in a deliberate and planned way." Does the process that we have been talking about seem to fit that description?

Fuerst, Wolff and Weitzel, in their fundamentals text state it a little differently, saying that the nursing process is the "sum total of nursing care activities performed to attain and maintain high-level wellness for each individual patient."

PRACTICE QUESTION #8

From the following list of statements, select those that are a definition of the nursing process: (Place an "X" in front of each appropriate statement.)

_____ A. Appraisal of a person to identify his needs and his strengths.

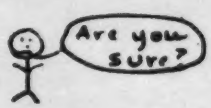
_____ B. Use of problem-solving in a deliberate and planned way.

_____ C. The sum total of nursing activities performed to attain and maintain high-level wellness for each individual patient.

_____ D. Identification of actions which have successfully helped a patient.

FEEDBACK #8

Another easy one, you say? Great! I'm sure you answered B and C. Definition A describes "Assessment" — or the combined process of data collection and problem definition, and D is a definition of "evaluation" of nursing care.



Now you're ready for the post-test.

POST-TEST

Instructions: For each of the questions, place an "X" in front of all of the appropriate answers for the question.

1. Your instructor has asked you to collect data about your patient's skin condition. Identify the behaviors illustrative of the initial data collection process.
   A._____ You ask the patient how long she has been aware of a soreness in her coccyx area.
   B._____ You state to your instructor that the patient has a decubitus ulcer on her coccyx as a result of pressure to the area which is secondary to her inability to turn herself.
   C._____ You turn the patient on her side and inspect the coccyx area for abnormal coloring and temperature and for evidence of breakdown in the skin.
   D._____ You read the nurse's notes written two days previously describing the patient's coccyx area.
   E._____ You tell the instructor that you will turn the patient every two hours while you are caring for her.
   F._____ You record the appearance of the skin in the patient's coccyx after caring for her each of your clinical days.

2. You have interviewed and examined the patient that you will care for in the clinical area tomorrow. She has told you about the sore area on her coccyx and you have checked it, noticing that it is reddened in an approximately round area, the size of a quarter. The patient has also told you that her arthritis creates so much discomfort that it is difficult for her to turn. Later that evening, you identify what you will do tomorrow, writing:

   "Use turn sheet to turn patient every two hours on the even hours."

   "Massage the coccyx area with lotion each time patient is turned."

The step of the nursing process that you are accomplishing is:
   A._____ Collecting the data
   B._____ Defining the problem
   C._____ Planning the intervention
   D._____ Implementing the intervention
   E._____ Evaluating the nursing care

3. Identify all of the phrases that are descriptive of the components of the nursing process as described by Doris Bloch.

   A._____ Nursing
   B._____ Recording
   C._____ Collection of data
   D._____ Organization
   E._____ Plan Intervention
   F._____ Communication
   G._____ Implement intervention
   H._____ Definition of problem

4. Identify each of the following statements that is a definition of the nursing process.

A._____ Development of a plan of nursing care

B._____ The sum total of nursing activities performed to attain and maintain high-level wellness for each individual patient.

C._____ Use of problem-solving in a deliberate and planned way.

5. The following question is non-graded. Please complete the statement.

It is important for me to utilize the nursing process because:

_____

_____

_____

ANSWERS TO POST-TEST

1. A. X
   B. ___
   C. X
   D. X
   E. ___
   F. ___

2. A. ___
   B. ___
   C. X
   D. ___
   E. ___

3. A. ___
   B. ___
   C. X
   D. ___
   E. X
   F. ___
   G. X
   H. X

4. A. ___
   B. X
   C. X

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